

# **CALCULATING THE 2002 BASE API AND 2002-2003 API GROWTH TARGETS**

## **2002 Base API: Elementary School (Grades 2–6)**

**Example: 2002 API Base for an Elementary School (Grades 2–6)**

## **2002 Base API: Middle School (Grades 7–8)**

**Example: 2002 API Base for a Middle School (Grades 7–8)**

## **2002 Base API: High School (Grades 9–11)**

**Example: 2002 API Base for a High School (Grades 9–11)**

## **2002–2003 Schoolwide Growth Target**

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## **Schoolwide and Subgroup Growth Targets**

# CALCULATING THE 2002 BASE API

## 2002 Base API: Elementary School (Grades 2–6)

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The 2002 Academic Performance Index (API) Base for an elementary school (grades 2–6) is derived from three sources of the school's 2002 Standardized Testing and Reporting (STAR) results: Stanford 9 scores in reading, language, spelling, and mathematics, California Standards Test in English-Language Arts (CST ELA) scores, and California Standards Test in Mathematics (CST Math) scores. Schools must have valid STAR test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

### Stanford 9 Inclusion/Exclusion Rules

1. The Stanford 9 portion of a pupil record was excluded if the test administration accommodation for the pupil was more than one grade out of level (e.g., a sixth grader tested lower than 5th grade or higher than 7th grade).
2. The Stanford 9 portion of a pupil record was excluded if any of the following 11 test administration accommodations were marked “yes” for all Stanford 9 content areas:
  - Presentation**
    - Braille
    - Directions translated
    - Other
  - Response**
    - Marked answers in test booklet
    - Scribe marked answer document
    - Other
  - Timing/Scheduling**
    - Additional time
    - Additional breaks
    - Other
  - Use of Aids**
    - Bilingual dictionary
    - Other
3. A particular content area of a Stanford 9 record was excluded if the percentile rank for that content area was not between 1 and 99.

4. A particular content area of a Stanford 9 pupil record was excluded if any of the following 11 test administration accommodations were marked “yes” for that Stanford 9 content area:

**Presentation**

- Questions read aloud or signed
- Directions translated
- Other

**Response**

- Marked answers in test booklet
- Scribe marked answer document
- Other

**Timing/Scheduling**

- Additional time
- Additional breaks
- Other

**Use of Aids**

- Bilingual dictionary
- Other

The Math content area of a Stanford 9 pupil record was excluded if “Calculator/Math Tables” was an accommodation marked “yes” for Stanford 9 Math.

### **California Standards Test Inclusion/Exclusion Rules**

Results from the CST ELA and CST Math were included in the API regardless of accommodations. CST results from any student who took the CST “below level” were counted as “Far Below Basic” for API purposes.

### **Mobility Exclusion Rules**

In order to comply with the provisions of the PSAA regarding student mobility, the Stanford 9, CST ELA, and CST Math results were excluded from the API if the pupil was not continuously enrolled since the fall 2001 California Basic Educational Data System (CBEDS) data collection, as indicated on the STAR student answer document.

## Stanford 9 Results

- Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a particular content area, in this case for reading. In this example, 13% of the school's pupils score in Performance Band 5 (between the 80–99th NPR) in reading.
- Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80–99th NPR) is 130.

			Reading	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

- a Indicator Score  
b Indicator Weight  
c Total Weighted Score for Indicator

a	644.00
x	6%
b	
=	38.64

NPR = National Percentile Rank

- Step 3:** Repeat Steps 1 through 2 for each remaining content area.

			Language		Spelling		Mathematics	
A		B	E	F	G	H	K	L
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Weighted Score in Each Band	Weighted Score in Each Band (B x G)	Weighted Score in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	17%	170.00	12%	120.00	19%	190.00
4	60-79th NPR	875	20%	175.00	19%	166.25	30%	262.50
3	40-59th NPR	700	30%	210.00	32%	224.00	22%	154.00
2	20-39th NPR	500	19%	95.00	24%	120.00	16%	80.00
1	1-19th NPR	200	14%	28.00	13%	26.00	13%	26.00
a Indicator Score				678.00		656.25		712.50
b Indicator Weight				3%		3%		8%
c Total Weighted Score for Indicator			+	20.34	+	19.69	+	57.00

- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score. In this example for reading, the total Indicator Score is 644.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator ( $a \times b = c$ ). In this example for reading, the Total Weighted Score for the Indicator is 38.64.

			Reading	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

Indicator Score  
Indicator Weight  
Total Weighted Score for Indicator

a	644.00
x	6%
b	
=	38.64
c	

NPR = National Percentile Rank

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.

Reading		Language		Spelling		Mathematics	
C	D	E	F	G	H	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Weighted Score in Each Band	Weighted Score in Each Band (B x G)	Weighted Score in Each Band	Weighted Score in Each Band (B x K)
13%	130.00	17%	170.00	12%	120.00	19%	190.00
20%	175.00	20%	175.00	19%	166.25	30%	262.50
29%	203.00	30%	210.00	32%	224.00	22%	154.00
20%	100.00	19%	95.00	24%	120.00	16%	80.00
18%	36.00	14%	28.00	13%	26.00	13%	26.00

a	644.00		678.00		656.25		712.50
x	6%		3%		3%		8%
b							
=	38.64	+	20.34	+	19.69	+	57.00
c							

## California Standards Test Results

- **Step 7:** For the California Standards Test (CST) results in English-language arts, determine the percentage of pupils scoring within prescribed performance levels. In this example for CST ELA, 8% of the school's pupils score in the Advanced performance level.

			English Language Arts	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	8%	80.00
4	Proficient	875	23%	201.25
3	Basic	700	35%	245.00
2	Below Basic	500	21%	105.00
1	Far Below Basic	200	13%	26.00

  

a	Indicator Score	657.25
b	Indicator Weight	48%
c	Total Weighted Score for Indicator	315.48

- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level. In this example, the Weighted Score for pupils scoring in the Advanced level is 80.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score. In this example, the Indicator Score is 657.25.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator ( $a \times b = c$ ). In this example, the Total Weighted Score for Indicator for the CST ELA is 315.48.
- **Step 11:** Repeat Steps 7 through 10 for CST results in mathematics

## Scale Calibration Factor (SCF)

- **Step 12:** Obtain the Scale Calibration Factor (SCF) for the elementary school type (grades 2–6) determined by the California Department of Education for the 2002 API Base. The SCF used in this example is for illustrative purposes only.

2002 API Growth
Scale Calibration Factor (SCF)
Grades 2–6
<b>+1.64</b>

## Sum to Obtain 2002 API Base

- Step 13:** Sum the Total Weighted Scores for indicators and the SCF. The sum will be the 2002 API Base for the school.

California Standards Test									
			English Language Arts		Mathematics				
A		B	C	D	E	F			
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)			
5	Advanced	1000	8%	80.00	9%	90.00			
4	Proficient	875	23%	201.25	22%	192.50			
3	Basic	700	35%	245.00	33%	231.00			
2	Below Basic	500	21%	105.00	22%	110.00			
1	Far Below Basic	200	13%	26.00	14%	28.00			
a Indicator Score			a	657.25	b	651.50			
b Indicator Weight			b	48%	c	32%			
c Total Weighted Score for Indicator			c	315.48	+	208.48	+		

  

Stanford 9											
English-Language Arts (ELA)											
			Reading		Language		Spelling		Mathematics		
A		B	C	D	E	F	G	H	K	L	
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)	
5	80-99th NPR	1000	13%	130.00	17%	170.00	12%	120.00	19%	190.00	
4	60-79th NPR	875	20%	175.00	20%	175.00	19%	166.25	30%	262.50	
3	40-59th NPR	700	29%	203.00	30%	210.00	32%	224.00	22%	154.00	
2	20-39th NPR	500	20%	100.00	19%	95.00	24%	120.00	16%	80.00	
1	1-19th NPR	200	18%	36.00	14%	28.00	13%	26.00	13%	26.00	
a Indicator Score			a	644.00	b	678.00	c	656.25	d	712.50	
b Indicator Weight			b	6%	c	3%	d	3%	e	8%	
c Total Weighted Score for Indicator			c	38.64	+	20.34	+	19.69	+	57.00	
										+ 1.64 =	2002 API Base
										1.64	661

### Additional Calculation Rules:

- The API is the sum of the Indicator Scores and SCF rounded to the nearest whole number.
- The API for schools with grade configurations that include both grades 6 and 7 or 8 and 9 is the average of the APIs for the grade configuration segments weighted by the number of pupils with valid STAR scores in the segments. For example, for a K–8 school, the API is the weighted average of the APIs for grades 2–6 and grades 7–8.

# Example: 2002 API Base for an Elementary School (Grades 2-6)

## California Standards Test

English Language Arts				Mathematics							
A		B		C	D	E	F				
Performance Levels		Weighting Factors		Percent of Pupils in Each Level		Weighted Score in Each Level (B x C)		Percent of Pupils in Each Level		Weighted Score in Each Level (B x E)	
5	Advanced	1000		8%	80.00	9%	90.00				
4	Proficient	875		23%	201.25	22%	192.50				
3	Basic	700		35%	245.00	33%	231.00				
2	Below Basic	500		21%	105.00	22%	110.00				
1	Far Below Basic	200		13%	26.00	14%	28.00				
<b>a Indicator Score</b>				<b>a</b>		657.25					
<b>b Indicator Weight</b>				<b>x</b>		48%					
<b>c Total Weighted Score for Indicator</b>				<b>=</b>		315.48		<b>+</b>		208.48	

Content area weights Calif. Standards Test CST		ELA	Math
Content area weights Stanford 9 NRT		48%	32%
Portion of API		12%	8%
		60%	40%

Content area weights Calif. Standards Test CST	ELA	Math
	48%	32%
Content area weights Stanford 9 NRT	12%	8%
Portion of API	60%	40%

## Stanford 9

### English-Language Arts (ELA)

A		B	Reading				Language				Spelling				Mathematics			
Performance Levels		Weighting Factors	C	D	E	F	G	H	K	L								
			Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x L)								
5	80-99th NPR	1000	13%	130.00	17%	170.00	12%	120.00	19%	190.00								
4	60-79th NPR	875	20%	175.00	20%	175.00	19%	166.25	30%	262.50								
3	40-59th NPR	700	29%	203.00	30%	210.00	32%	224.00	22%	154.00								
2	20-39th NPR	500	20%	100.00	19%	95.00	24%	120.00	16%	80.00								
1	1-19th NPR	200	18%	36.00	14%	28.00	13%	26.00	13%	26.00								

a	Indicator Score	644.00	+	678.00	656.25	712.50
x	Indicator Weight	6%	+	3%	3%	8%
=	Total Weighted Score for Indicator	38.64	+	20.34	19.69	57.00

2002	Scale	712.50	+	57.00	661
API	Calibration Factor*	1.64	+	1.64	1.64
Base			+		

2002	Scale	2002
API	Calibration Factor*	API
Base		Base
661	1.64	661

\*This Scale Calibration Factor (SCF) is for illustrative purposes only.



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## 2002 Base API: Middle School (Grades 7–8)

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The methodology for calculating the 2002 API Base for a middle school (grades 7–8) is the same as the methodology used for an elementary school except that the Scale Calibration Factor (SCF) will be different. Apply the same inclusion/exclusion and calculation rules as that for elementary schools.

### Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a content area, i.e., reading.
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area, i.e., language, spelling, mathematics.
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area, i.e., reading.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area, i.e., language, spelling, mathematics.

### California Standards Test Results

- **Step 7:** For the California Standards Test (CST) results in English-language arts, determine the percentage of pupils scoring within prescribed performance levels.
- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.
- **Step 11:** Repeat Steps 7 through 10 for CST results in mathematics.

### Scale Calibration Factor (SCF)

- **Step 12:** Obtain the Scale Calibration Factor (SCF) for the middle school type (grades 7–8) determined by the California Department of Education for the 2002 API Base. The SCF used in the example is for illustrative purposes only,  $-1.22$ .

### Sum to Obtain 2002 API Base

- **Step 13:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2002 API Base for the school.

# Example: 2002 API Base for a Middle School (Grades 7-8)

## California Standards Test

English Language Arts				Mathematics			
A	B			C	D	E	F
Performance Levels	Weighting Factors			Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
5	Advanced	1000		8%	80.00	9%	90.00
4	Proficient	875		23%	201.25	23%	201.25
3	Basic	700		35%	245.00	34%	238.00
2	Below Basic	500		21%	105.00	20%	100.00
1	Far Below Basic	200		13%	26.00	14%	28.00

a	Indicator Score	657.25		a	Indicator Score	657.25
b	Indicator Weight	48%		x		32%
c	Total Weighted Score for Indicator	315.48		b		210.32
				=		
					+	

Content area weights	ELA	Math
Calif. Standards Test CST	48%	32%
Content area weights		
Stanford 9 NRT	12%	8%
Portion of API	60%	40%

## Stanford 9

### English-Language Arts (ELA)

Reading				Language				Spelling				Mathematics			
A	B			C	D	E	F	G	H	I	J	K	L		
Performance Bands	Weighting Factors			Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x G)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x I)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x K)		
5	80-99th NPR	1000		6%	60.00	17%	170.00	11%	110.00	16%	160.00	16%	160.00		
4	60-79th NPR	875		26%	227.50	23%	201.25	23%	201.25	25%	218.75	25%	218.75		
3	40-59th NPR	700		33%	231.00	28%	196.00	24%	168.00	22%	154.00	22%	154.00		
2	20-39th NPR	500		20%	100.00	19%	95.00	20%	100.00	21%	105.00	21%	105.00		
1	1-19th NPR	200		15%	30.00	13%	26.00	22%	44.00	16%	32.00	16%	32.00		

a	Indicator Score	648.50		a	Indicator Score	648.50
b	Indicator Weight	6%		x		3%
c	Total Weighted Score for Indicator	38.91		b		20.65
				=		
					+	

2002	Scale			2002	Scale		
API	Calibration			API	Calibration		
Base	Factor*			Base	Factor*		
656	-1.22			656	-1.22		

\* This Scale Calibration Factor (SCF) is for illustrative purposes only.

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## 2002 Base API: High School (Grades 9–11)

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For high schools, grades 9–11, the 2002 Academic Performance Index (API) Base is derived from the 2002 Stanford 9 scores in reading, language, mathematics, science, and social science; the 2002 California Standards Test scores in English-Language Arts (CST ELA), mathematics (CST Math) and social science (CST SS); and the 2002 California High School Exit Examination (CAHSEE) scores. Schools must have valid Standardized Testing and Reporting (STAR) test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

The basic methodology for calculating the 2002 API Base for a high school (grades 9–11) is the same as the methodology used for an elementary or middle school except that the content areas tested, Indicator Weights, and Scale Calibration Factor (SCF) are different. In addition, the performance levels for the CAHSEE have only two designations: pass or no pass. Apply the same inclusion/exclusion and calculation rules as that for elementary and middle schools. In addition, results of students taking the CAHSEE with accommodations will be included in the 2002 Base API, but results of students taking the CAHSEE with modifications will not be included.

### Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a content area, i.e., reading.
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area, i.e., language, mathematics, science, and social science.
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area, i.e., reading.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area, i.e., language, mathematics, science, and social science.

### California Standards Test Results

- **Step 7:** For the California Standards Test results in English-language arts, determine the percentage of pupils scoring within prescribed performance levels.
- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.

- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.
- **Step 11:** Repeat Steps 7 through 10 for CST results in mathematics and in social science (grades 10–11 only).

### California High School Exit Examination (CAHSEE)

- **Step 12:** For the CAHSEE results, determine the percentage of 10th grade pupils passing and the percentage not passing in 2002. **Pupils in 10th grade who did not take the test in 2002 are counted as passing.**
- **Step 13:** For “Pass” and “No Pass,” multiply the Weighting Factor by the percent of pupils in each category.
- **Step 14:** Sum the weighted scores across categories to obtain the Indicator Score.
- **Step 15:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.

### Scale Calibration Factor (SCF)

- **Step 16:** Obtain the Scale Calibration Factor (SCF) for the high school type (grades 9–11) determined by the California Department of Education for the 2002 API Base. The SCF used in this example is for illustrative purposes only,  $-3.90$ .

### Sum to Obtain 2002 API Base

- **Step 17:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2002 API Base for the school.

### Additional calculation rules, Grades 9–11 for the CST Math:

The California General Mathematics Standards Test (CGMST) is given to all 8th or 9th graders not taking one of the other mathematics standards tests and is based on 6th and 7th grade content standards. To adjust for the difference in standards, the API performance level weights for results from the CGMST will be calculated by mapping 8th and 9th grade performance on the CGMST to the grade 7 CST Math performance levels, lowering the API credit by one performance level for 8th graders and two performance levels for 9th graders. This will limit the top performance level weight of 8th graders to 875 and of 9th graders to 700.

In order for the API to account for students who take no CST Math, a credit of 200 will be assigned for the performance level weighting factor for any student record without a CST Math performance level in grades 10 and 11.

# Example: 2002 API Base for a High School (Grades 9-11)

California Standards Test									
CAHSEE									

English Language Arts				Mathematics				Social Science				CAHSEE ELA				CAHSEE MATH											
A		B		C		D		E		F		G		H		A		B		C		D		E		F	
Performance Levels		Weighting Factors		Percent of Pupils in Each Level		Weighted Score in Each Level (B x C)		Percent of Pupils in Each Level		Weighted Score in Each Level (B x E)		Percent of Pupils in Each Level		Weighted Score in Each Level (B x E)		Performance Levels		Weighting Factors		Percent of Pupils in Each Level		Weighted Score in Each Level (B x C)				(B x E)	
5	Advanced	1000		8%	80.00			9%	90.00			5%	50.00			Pass	1000			54%	540.00			43%	430.00		
4	Proficient	875		23%	201.25			20%	175.00			17%	148.75			No Pass	200			46%	92.00			57%	114.00		

a	Indicator Score	657.25	636.00	613.75
x	Indicator Weight	35%	18%	20%
=	Total Weighted Score for Indicator	230.04	114.48	122.75
			+	
				544.00
				5%
				27.20
				+

Stanford 9									
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English-Language Arts (ELA)									
Reading					Language				
A		B			C		D		
Performance Bands		Weighting Factors			Percent of Pupils in Each Band		Weighted Score in Each Band (B x C)		
5	80-99th NPR	1000			9%		90.00		
4	60-79th NPR	875			17%		148.75		
3	40-59th NPR	700			23%		161.00		
2	20-39th NPR	500			23%		115.00		
1	1-19th NPR	200			28%		56.00		

Mathematics					Science				
G		H			I		J		
Percent of Pupils in Each Level		Weighted Score in Each Level (B x G)			Percent of Pupils in Each Level		Weighted Score in Each Level (B x I)		
21%		210.00			14%		140.00		
21%		183.75			22%		192.50		
20%		140.00			22%		154.00		
19%		95.00			21%		105.00		
19%		38.00			21%		42.00		

Portion of API					CST					CAHSEE					NRT				
51%					26%					3%					3%				
20%					18%					5%					3%				
20%					10%					6%					3%				

a	Indicator Score	570.75	652.50	666.75
x	Indicator Weight	3%	3%	3%
=	Total Weighted Score for Indicator	17.12	19.58	20.00
			+	
				633.50
				3%
				19.01
				+

\* This Scale Calibration Factor (SCF) is for illustrative purposes only.

CST	35%	18%	20%
CAHSEE	10%	5%	3%
NRT	6%	3%	3%
Portion of API	51%	26%	20%

2002	API	Base
Scale Calibration Factor*	-3.90	-
	629	

# CALCULATING 2002–2003 API GROWTH TARGETS

## 2002–2003 Schoolwide Growth Target

The 2002–2003 schoolwide growth target is calculated as 5% of the distance between a school's 2002 API Base and the statewide interim performance target of 800 and rounded to the nearest whole number. The target is based on the school's 2002 API Base.

- **Step 1:** To calculate the growth target for a school with an API Base below 800, first find the distance between the school's 2002 API Base and the statewide target. In this example,  $800 \text{ minus } 679 = 121$ .
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by 5%. This result is rounded to the nearest whole number. In this example,  $121 \text{ times } 5\% = 6$ .
- **Step 3:** To obtain the school's 2003 performance target (i.e., API Target), add the 2002 API to the Growth Target. In this example,  $679 + 6 = 685$ .

School Scores			
A	B	C	D
School's 2002 API Base	Distance Between 2002 API Base and Statewide Target of 800 ( $800 - A$ )	2002–2003 Growth Target: 5% of Distance to Statewide Target ( $B \times 5\%$ )	Performance Target for 2003 ( $A + C$ )

679	121	6	685
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**Note:** For any school with a 2002 API Base below 800, the minimum growth target is at least 1 point. Any school with a 2002 API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target.

## 2002–2003 Subgroup Growth Targets

### Subgroup Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. “Numerically significant” means the subgroup has (1) at least 30 pupils with valid STAR scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid STAR scores (even if less than 15% of the school's tested enrollment). A “socioeconomically disadvantaged” pupil is a pupil neither of whose parent has received a high school diploma **or** a pupil who participates in the free or reduced price lunch program. The subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school are numerically significant for 2002. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within this school.

School Populations	Valid 2002 Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	534	100%	n/a
Subgroups			
• African American (not of Hispanic origin)	120	23%	<b>yes</b>
• American Indian or Alaska Native	2	0%	no
• Asian	57	11%	no
• Filipino	3	0%	no
• Hispanic or Latino	149	28%	<b>yes</b>
• Pacific Islander	77	14%	no
• White (not of Hispanic origin)	110	21%	<b>yes</b>
• Socioeconomically disadvantaged	205	38%	<b>yes</b>

- **Step 2:** Determine the 2002 API Base for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. **The Scale Calibration Factor (SCF) for each subgroup API is the same as the SCF for the schoolwide API.** In this example, the subgroup API for African American is 740, for Hispanic is 748, for White is 658, and for Socioeconomically disadvantaged is 587.
- **Step 3:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. The result is rounded to the nearest whole number. In this example the schoolwide target is 6; therefore,  $80\% \times 6 = 5$ .

	School and Subgroup Scores			
	A	B	C	D
	2002 API Base	Schoolwide Target: 5% Distance to Statewide Target $((800 - A) \times 5\%)$	Subgroup Growth Target: 80% of Schoolwide Target $(B \times 80\%)$	Performance Target for 2003 $(A + C)$
Schoolwide	679	6		
Numerically Significant Subgroups				
• African American (not of Hispanic origin)	740		5	745
• Hispanic or Latino	748		5	753
• White (not of Hispanic origin)	658		5	663
• Socioeconomically disadvantaged	587		5	592

**Note:** A subgroup in a school with a 2002 API Base between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 2002 API Base of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 2002 API Base of 800 or more, any numerically significant subgroup with a 2002 API Base of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance of the subgroup API to 800.



# SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

## To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5% of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is a 1 point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

<b>Schoolwide Growth Target:</b>	<b>Schoolwide API (Base)</b>		
	<b>200 to 780</b>	<b>781 to 799</b>	<b>800 or more</b>
	<b>A</b>	<b>B</b>	<b>C</b>
	5% distance from the school API to 800	1 point gain	Maintain 800 or more

## To meet the Subgroup Growth Targets...

The growth targets for numerically significant subgroups will depend on the schoolwide API (Base). If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80% of the schoolwide target<sup>1</sup>. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is a 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

Subgroup Growth Target:		Schoolwide API (Base)			
		200 to 780		781 to 799	800 or more
		A		B	C
Subgroup API (Base)	200 to 799	1	80% of schoolwide target <sup>1</sup>	1 point gain	
	800 or more	2	Maintain 800 or more		

## For Awards Eligibility...

To be **eligible** for the Governor's Performance Award, a school must (1) meet or exceed its API schoolwide growth target or increase by five points, whichever is greater, and (2) meet or exceed its subgroup growth targets, or increase by four points whichever is greater.

<sup>1</sup> The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance from the subgroup API to 800.